

We are determined to ensure that students in our school are given the best possible opportunities. Students who are from a disadvantaged background may face other difficulties that make academic success more challenging for them. As a school we endeavour to make ensure that these students are not disadvantaged. We work closely with individuals and families to remove the barriers that hinder academic success.

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Pupils in year groups reception to year 6 recorded as Ever 6 FSM (£1320 per child)
- Pupils in years 7 to 11 who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Pupils who have been in local-authority care for 1 day or more (£1,900 per child). Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child and should be directed through a PEP.
- Pupils who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship; child arrangements or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)
- The pupil premium for 2018 to 2019 will include pupils recorded in the January 2019 school census who are known to have been eligible for free school meals (FSM) since May 2013, as well as those first known to be eligible at January 2019.

Documents / websites / used to evaluate / support planning:

1. EEF.
<https://educationendowmentfoundation.org.uk>. Ongoing.
2. Sutton Trust.
<http://www.suttontrust.com/research-category/pupil-premium/>. Ongoing.
3. BLT Pupil Premium Review. Nov 2016
4. Social Mobility Commission – low income pupils' progress at secondary school. Feb 2017
5. BLT Pupil Premium Review. March 2017
6. School Challenge Meetings 2016-2017
7. DfE Pupil premium 2017 to 2018: conditions of grant. July 2017
8. Regional Schools Commission visit, Nov 2017
9. Ofsted Monitoring visit, May 2018
10. BBC Radio 4 Analysis – The Pupil Premium, October 2018

The Beaconsfield School's Pupil Premium Profile 2018-2019 (on roll as of 09/09/2018).

Total number of pupils in years 7-11:	738
Number of PP-eligible pupils:	156
Percentage of whole school total:	21.1
Total anticipated PP budget (09/09/18):	£158,885

Year Group	Number	% of cohort
Year 7	35 / 154	22.7
Year 8	32 / 152	21.1
Year 9	29 / 139	20.9
Year 10	34 / 151	22.5
Year 11	26 / 143	18.2
Total	156 / 738	21.1

Male PP	% PP cohort	% of M in yr gp	Female PP	% PP cohort	% of F in yr gp	Main ethnic group/s
13	37.14	17.11	22	62.86	28.21	White-British
8	25.00	12.31	24	75.00	27.91	White-British
17	58.62	23.29	12	41.38	18.18	White-British
16	47.06	45.70	18	52.94	54.31	White-British
16	62.00	53.15	10	38.00	46.85	White-British

TBS Cohort Information 2018/19											
Year 10-11 TBS whole cohort & national figures from Raiseonline. All others calculated from SIMs.			Average Point Score		Prior Attainment [KS2 Bands]						No KS2 score TBS
					% Low [LAPs]		% Mid [MAPs]		% High [HAPs]		
		#	TBS	National	TBS	National	TBS	National	TBS	National	
Year 11	all	143	28.1	28.7	8.4	13.3	58.0	44.9	28.7	41.9	12.6
	PP	26	27.8		3.8		69.2		26.9		0.0
Year 10	all	151	28.6	28.9	5.9	11.1	51.00	45.3	37.1	43.6	7.9
	PP	34	27.4		14.7		50.0		29.4		5.9
Year 9	all	139	102.9	TBC	7.9	TBC	48.2	TBC	33.8	TBC	10.1
	PP	29	101.8		6.9		62.1		31.0		0.0
Year 8	all	151	103.4	TBC	8.6	TBC	40.4	TBC	45.7	TBC	5.3
	PP	32	101.8		9.4		53.1		34.4		3.1
Year 7	all	154	102	TBC	12.3	TBC	45.5	TBC	39.0	TBC	3.2
	PP	35	100.7		20		45.7		28.6		5.7
NB - points values changed in 2016					NB - these totals may not = 100% due to rounding						

What is Catch-up Premium funding?

This is additional funding provided by the government specific to Y7 pupils who did not achieve a National Curriculum Level 4 at the end of KS2 in either Mathematics or English reading. KS2 levels changed as of summer 2016. This academic year we are targeting students who achieved below 96 in the new KS2 scores. The funding is only allocated during the Y7 academic year. The catch up premium funding plan is often inextricably linked with the Pupil premium plan as a high proportion of pupils fall into both categories. The funding should be strategically spent to target the gap in performance for these pupils to ensure they “catch-up” with their peers and have full access to the curriculum.

The Beaconsfield School’s Catch-up Premium Profile 2017-2018 (on role as of 26/09/17)

	Total	SEN	PP	SEN/PP
Total Number of pupils on roll in Year 7	154	31	35	9
Number of Catch-up Premium pupils (incl. PP)	37	14	14	5
Number of pupils below 96 in Reading at the end of KS2	19	12	6	4
Number of pupils below 96 in Maths at the end of KS2	31	11	11	4
Number of pupils in the above figures overlapping with both Reading and Maths	13	8	3	3
Total Catch up Premium budget [based on funding 2017/18]:	£5724			

Key statements from last Section 5 Ofsted report [12th October 2016] relating to the performance of disadvantaged students at The Beaconsfield School:

To improve further the school needs to:

- Strengthen leadership at all levels by ensuring that the difference the PP funding is making to disadvantaged pupils is evaluated carefully so that the progress of these pupils accelerates.
- Improve rates of disadvantaged pupils' progress, so that differences between the performance of these pupils and other pupils nationally are diminished, particularly in mathematics.
- Further embed and develop strategies to improve the quality of teaching by ensuring that teachers use information about pupils more effectively to plan learning that challenges all pupils, especially those who are disadvantaged.

In addition:

- Leaders have not ensured that disadvantaged pupils make the progress they are capable of.
- Leaders do not evaluate fully the impact of pupil premium funding on the progress of disadvantaged pupils. The funding is used in many different ways; however, it is not always targeted to improve the achievement of disadvantaged pupils, including the most able disadvantaged pupils.
- Governance has strengthened recently. The new chair of the governing body has already identified that progress for all pupils, and in particular for disadvantaged pupils and those who have special educational needs and/or disabilities, has not improved enough.
- Not enough teaching challenges pupils from their starting points, including for disadvantaged pupils.
- Teachers are not using the information they have about disadvantaged pupils to help these pupils make rapid progress. Although planning has improved since the last inspection to include a broader range of different types of activities, these are not always well matched to pupils' starting points and do not challenge pupils effectively. Too often, the quality of questioning does not encourage pupils to deepen their understanding.
- Disadvantaged pupils in particular have not made enough progress by the end of key stage 4, particularly in mathematics. Rates of progress for this group in English GCSE have declined since the last inspection.

Bucks Learning Trust Pupil Premium Review 2. 09.03.2017

"The school has completely revised its Pupil Premium strategy. There is now a clear evidence base for each aspect of the strategy and a rationale for spending which are linked to the identified barriers for learning. The school's effective and targeted use of resources to overcome these barriers is also well articulated. In all lessons observed, teachers were aware of these barriers and had taken steps to begin to effectively address them."

Bucks Learning Trust Challenge Meeting. 26.04.2017

"Evidence from this 'challenge' meeting indicated that the school has sustained its steady improvement in all key areas identified at the last inspection as well as to meet and secure the schools own targets embedded in the strategic development plan. As previous challenge meetings (and also the recent Pupil Premium Review) have indicated these improvements have been rapid; well managed and robustly evaluated."

Ofsted monitoring inspection visit letter, 13.06.18.

"You have strengthened the leadership of the provision for disadvantaged pupils. Your pupil premium improvement plan focuses clearly on achieving the improvements that will make the biggest difference to the outcomes for these pupils."

"At the last inspection, you were asked to improve progress rates for disadvantaged pupils, so that the gaps between their performance and that of other pupils nationally are diminished. Leaders' actions are having a positive impact and, as a 3 result, the gap in 2017 diminished and was broadly in line with national averages. Assessment information for this school year shows that the gap between disadvantaged pupils' achievement and that of other pupils is continuing to narrow, especially in mathematics and science. Nevertheless, you recognise that this aspect of the school's work needs to remain a priority."

"The school's good support for Year 7 pupils has ensured that those pupils who did not attain the required standards in English and mathematics at the end of Year 6 have now done so. This is helping these pupils to fully access the key stage 3 curriculum."

Focus of Funding allocated 2018-2019

The aim of our Pupil Premium (PP) funding at The Beaconsfield School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of spending as an ongoing process throughout each academic year. These include headline measures as well as individualized monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

- **Curriculum** - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps disadvantaged and non-disadvantaged pupils in all year groups
- **Specific need** - Pupils who are identified with a specific need including SEND pupils, high attaining pupils on entry and pupils with behavioural issues are supported to ensure that the gap between disadvantaged and non-disadvantaged pupils with these needs narrows
- **Teaching and Learning** - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between disadvantaged and non-disadvantaged pupils whilst improving provision for all
- **Cultural capital** - Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between disadvantaged and non-disadvantaged pupils
- **Educational engagement** – to develop close working relationships with families in order to increase family resilience; aspiration and support for education

Development following evaluation

Following the review and evaluation of progress several key actions were established to inform our improvement plan:

- The format and process for PP review is improved and developed through the continued use of Office 365 and SIMs Intervention module.
- The emphasis is to be on pupil need using key internal data and external evidence (EEF to determine allocation of funding).
- The document will have a 'live' status and be shared for editing by the PP review team. In addition, it will be accessible to all stakeholders including SLT, Governors, teaching staff, parents and external agencies via the school website.
- The disadvantaged review team will meet accountable staff regularly throughout the year to support, engage (ensure autonomy), challenge and monitor the impact of PP spend.
- The disadvantaged review team will investigate barriers to learning for disadvantaged students and adopt an outward looking approach to the development of PP spend through targeted research including; best practice sharing (use of PP National Awards), successful strategies within school, external visits and PP think tanks.
- The disadvantaged review team will monitor the impact as an ongoing process for the current disadvantaged cohort to ensure funding is appropriately allocated and redistributed where necessary.
- The disadvantaged review team will consider the viability of whole school disadvantaged student provision mapping.
- There will be regular promotion of disadvantaged information throughout the school - with emphasis on 'collective responsibility' to close the gap for disadvantaged pupils.
- Ensure there is a pro-active approach from the disadvantaged review team in the suggested allocation of PP impact funding to areas identified through ongoing evaluation of data.
- The ongoing Disadvantaged funding application process is reviewed and developed with a particular focus on monitoring the evaluation of impact.
- Increase the impact of the Catch-up premium through further development of links and support for KS2 providers to improve KS2-KS3 transition for this targeted group.

Key barriers to learning:

1. Reading levels on entry for students from some disadvantaged families.
2. Levels of numeracy on entry for some disadvantaged students.
3. Staff understanding the different needs of some of the disadvantaged students.
4. Levels of attendance in school and a sense of belonging for students.
5. Levels of engagement for parents with school and the community in a positive way. Parental aspirations and expectations of some students.
6. Ability to access high quality extra-curricular provision in school.

Foci as a result:

1. Diminishing the gap in literacy levels in particular reading ages for disadvantaged pupils
2. Diminishing the difference in numeracy levels at KS3 in particular low and high ability on entry throughout school
3. Diminish the difference in the attainment and progress of high attaining PP pupils on entry.
4. Creative and consistent approach to Teaching and Learning to narrow the PP gaps in attainment across the curriculum. Challenge in T&L for disadvantaged students with each level of attainment on entry
5. Diminishing the difference in attainment of PP pupils who are identified with a specific need
6. Diminishing the difference in attendance and punctuality rates between PP and non PP pupils
7. Engagement of hard to reach parents in their children’s school life
8. Access to strategic extra-curricular/ enrichment opportunities

	Year group specific barriers to learning: [Cross referenced to foci in brackets]
Year 7	Literacy [F1] Numeracy [F2] Confidence / Transition [F5] Skills transfer between lessons / from primary [F3.1, 3.1a, F4] Organisation [F3, F4] Attendance [F6] Increasing Proportion of LAPs [All Foci]
Year 8	Resilience to learning [F3.1, F3.1a] Aspirations [F3]
Year 9	Careers / Aspirations [F3.1b] Resilience [F3.1]
Year 10	Parental involvement [F7] Out of school issues [F7, F8] Aspirations [F3] Fear of failure / Growth Mindset [F3, F4]
Year 11	External social issues [F7, F8] Fear of failure [F3, F4] Resilience to pressure [F3, F4]
Whole School	National Teacher Shortage Social media / gaming.

Focus 1		
Diminishing the gap in literacy levels in particular reading ages for disadvantaged pupils		
Barriers to learning	Desired outcomes / Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<p>Low literacy levels from KS2</p> <ul style="list-style-type: none"> • Catch up premium • Disengagement or inability to relate to texts • Access to first language spoken English role models at home • Specific literacy need creating a barrier to accessing the wider curriculum. • Access to reading materials at home. • Lack of support for reading at home. 	<ul style="list-style-type: none"> • Improved engagement and attainment at KS3 and KS4 • Access to wider school curriculum reduces reading age gap • Pupils access texts and read outside the school • Pupils read for pleasure • Pupils' reading skills are improved through the focus on guided reading and Accelerated Reader • All students identified for Catch-up intervention make at least 6 months extra progress on top of chronological development from starting point to end. 	<ul style="list-style-type: none"> • EEF research indicates that accelerated reader adds +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – Delivery within English lessons is a part of a larger strategy to engage pupils in reading. • +5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: <ul style="list-style-type: none"> Targeted reading aloud and discussing books with young children Explicitly extending pupils' spoken vocabulary The use of structured questioning to develop reading comprehension • +6 months: Reading comprehension strategies • +4 months: Small group tuition
Chosen Strategies and action		
<ol style="list-style-type: none"> 1. Year 7 Set 6 to have core delivery with SEC to target 'catch-up'. Impact reviewed at each data collection. [SEC] 2. Daily English intervention sessions [3 days a week over a 4 week period] with small 'catch up groups' not in nurture group. [CAB] 3. Reading intervention [mentor time] targeting PP/catch-up pupils. Tutor time peer-reading with Yr12/13. [PP REVIEW] [SEC] 4. Accelerated Reader/English lesson in Year 7 (50 minutes). [SW1] 5. Reader pen use spread across the curriculum. [SEC] 6. Mentor time intervention sessions to have varying literacy focus over 4 week periods. Additional English intervention sessions to be allocated by English SL. Sessions to focus on reading comprehension strategies, improving writing and challenging HAPs. [SW1] 7. Targeted allocation of Mon P1 for Year 11 with rationale based on data. Specific goals to be achieved each 4 weeks. [CJH/SW1] 8. Whole school literacy actions - reading challenge, boys reading assemblies, providing books, parental meetings in summer term for new Year 7s etc. [JMB] 9. Targeted delivery of English Language in Year 11. [CJH] 		

How will the impact be monitored?	Cost	Person responsible. Governor – BZ
<ol style="list-style-type: none"> 1. All students identified for 'Catch-up' intervention are to make at least 6 months' extra progress from starting point to end. <ol style="list-style-type: none"> a. Reading age data to be reviewed at the end of the 6-week period. Gap closed with chronological reading age. [SEC/SAM] b. Data showing progress across all subjects – reviewed after assessments. [SEC / SAM] c. Data to show an increase in the engagement of the pupils who attended the sessions – aim for an average English BfL grade of ≥ 4.0. d. Report data shows students to be on blue line colour [aspirational targets means accelerated progress] 2. All students identified for intervention are to make accelerated progress. <ol style="list-style-type: none"> a. Pre tests / post tests showing progress – reviewed 4 weekly. [CAB / SAM] b. Report data shows students to be on line colour [aspirational targets means accelerated progress] 3. Reading age data to be reviewed termly. Gap closed with chronological reading age. [SEC] 4. Accelerated reader data shows a reduction in gap between the reading ages of PP compared with non PP. All Disadvantaged students to have a reading age in line with their chronological age. [SW1] 5. TA tracking / teacher feedback. Students accessing lesson content more successfully. [SEC] 6. Records for each group to show progress in targeted strategy. I.e. if challenging HAPs – student data to show HAPS working at a higher level than previously, on or above target line. [SW1] 7. As above [CJH/LJM / intervention staff] 8. Student voice questionnaires. [SAM] L' walk records, book scrutinies, impact statements. [SLT] 	<ul style="list-style-type: none"> • Accelerated Reader Programme £600 • £15,000 staffing [SEC / CAB / SW1] • £3000 English tutor for Year 11 	AHT SENCO – English Subject Leader Literacy Coordinator PP Administrator Staff in brackets.
Evaluation of Impact		

23/10/18.

SL intervention sessions in PSHE – impact: 6 PP yr 11 students targeted. Attendance at sessions = 66%. Progress in assessments / class grading for $\frac{1}{2}$. 3/6 need further targeting – SL having parental meetings, SAA involved with 2 of the 3 families re engagement.

SL intervention sessions in mentor time – beginning on next rotation.

09/11/18

Year 7 reading ages tested. PP cohort = v non PP

35 Year 7 students identified for reading club: 8 students are PP. 23% of those in the club. The reading catch up cohort have reading ages from 6 yrs 11 months, to 11 years 2 months.

Year 7 cohort data identifies a larger proportion of LAPs. SLT considering how to target this with C/F budget.

Round 1 of additional catch up completed. Impact: 8 students seen [2x4], 3 days a week for 6 weeks. Attendance at sessions = 97% [6 students @ 100%].

Gp 1 covered 3 topics. All students made prog for 'find and explain evidence' and 'evaluative language'. 2/4 made progress on 'infer and support with evidence'. Ave % increase = 282%.

GP2 covered 5 topics. All students made prog for 'key spellings, 'sentence types' & 'apostrophes for possession'. 3/4 made progress on 'homophones' and 'colons and semi colons'. Ave % increase = 139%.

18/12/18

Data set 1, year 7 set 6 catch up class: 6/13 above target, 4 on target, 3 below [2 of these with engagement concerns – student support involved]. *Continue to monitor.*

Catch up group 1, 100% on target in English. Catch up group 2 – $\frac{1}{4}$ above target, $\frac{1}{4}$ on, 2/4 below target – *monitor these 2 students for future catch up sessions.*

SL PSHE intervention group starting in Jan' – 12 PPs targeting a 5 / a 4 / cross matching with maths.

09/01/19

Reading club impact: 17/35 have made expected progress ie 3 calendar months in that time. 16 have made more than expected progress with the highest being 2 years in 3 months. Average improvement = 6 months in 3. 3 students graduated from reading club and no longer attend. 11 students classified as independent readers and receive less support, 21 students remain high focus for the reading club.

Additional exam preparation materials ordered and available for year 11 PP students.

2 PP students studying at Aspire currently, 1 achieving level 6 in English, no attainment data currently available for the other student [hospital school] but will sit PPE2 at TBS.

Focus 2 **Diminishing the gap in numeracy levels at KS3 in particular for low and middle attainers on entry.**

Barriers to learning	Desired outcomes/Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<ul style="list-style-type: none"> • Variety in numeracy levels from KS2 < level 4 • Student challenge within maths curriculum • Access to maths basics skills to catch up deficit at KS2 + Understanding of technical language within math problems and awareness of context of problems due to experience of cultural capital • Low Literacy levels on entry limit learning in maths 	<ul style="list-style-type: none"> • Improved engagement and attainment at KS3 and KS4 • Access to wider school curriculum improves with pupils being able to transfer skills • Pupils' functional maths ability improves • Pupils feel compelled and empowered to problem solve using maths skills. • Pupils have the resilience to not give up on challenging mathematical problems • All disadvantaged students to be 'on' or 'above' target in maths [challenging targets ∴ accelerated progress if being met] • Whilst 9-1 grading is established – focus on closing the gap between % of disadvantaged and % of 'other' at A, O and B, 	<ul style="list-style-type: none"> • +5 months: Mastery learning strategies. Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months' • +1 month: Teaching assistants. Evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual pupils or small groups, which on average show moderate positive benefits. • +4 months: Small group tuition. Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.

Chosen Strategies and action

1. Year 7 Set 6 to have core delivery with SEC to target 'catch-up'. Impact reviewed at each data collection. [SEC]
2. Daily Maths intervention sessions [over 4 week period] with small groups targeting PP/catch-up pupils not in nurture group. [PP REVIEW]. [ECM]
3. Additional intervention sessions to be allocated by Maths SL. Sessions to focus on accelerating LAPs and challenging MAPs [DJT].
4. Targeted allocation of Mon P1 for Year 11 with rationale based on data. Specific goals to be achieved each 4 weeks. [CJH/DJT]
5. Development of numeracy across the curriculum – strategies and engagement. [AS2]
6. Use of Visible Learning strategies to develop student resilience in maths / numeracy [CJH]
7. Use of reader pens in maths [SEC]
8. Yr 7 and Yr 8 high attainers on entry to access Brilliant Club [where project links to numeracy] [FIG]

How will the impact be monitored?	Cost	Person responsible.
<ol style="list-style-type: none"> 1. All students identified for 'Catch-up' intervention are to make at least 6 months' extra progress from starting point to end. <ol style="list-style-type: none"> a. Data showing progress across all subjects – reviewed half termly. [SEC / SAM] b. Data to show an increase in the engagement of the pupils who attended the sessions – aim for an average maths BfL grade of ≥ 4.0. [SAM] c. Report data shows students to be on blue line colour [aspirational targets means accelerated progress] 2. All students identified for intervention are to make accelerated progress. <ol style="list-style-type: none"> a. Pre tests / post tests showing progress – reviewed 4 weekly. [ECM / SAM] b. Report data shows students to be on blue line colour [aspirational targets means accelerated progress] 3. Records for each group to show progress in targeted strategy. I.e. if challenging HAPs – student data to show HAPS working at a higher level than previously, on or above target line. [DJT/SMB] 4. As above [CJH/LJM / intervention staff] 5. Student voice questionnaires. [SAM] L' walk records, book scrutinies, impact statements. [SLT] Case studies to be written regarding individual disadvantaged students demonstrating specific impact. [YLS] Book scrutinies show consistency in delivery of mathematical methods. [SLT]. 6. Maths impact statements. Student voice. [DJT] 7. TA tracking / teacher feedback. Students accessing lesson content more successfully. [SEC] 8. Brilliant Club grades [FIG] <p>Case studies to be written regarding individual disadvantaged students demonstrating specific impact. [YLS]</p>	<ul style="list-style-type: none"> • £15,000 staffing [SEC / ECM / SMB] • £1000. Brilliant Club 	<p>AHT SENCo Maths SL Numeracy coordinator. PP Administrator Staff in brackets.</p>
Evaluation of impact		

23/10/18

SL intervention sessions in PSHE – impact:

SL intervention sessions in mentor time – impact:

9/11/18

Round 1 of catch up completed. Impact: 8 students seen [2x4], 4 days a week for 6 weeks. Attendance at sessions = 98% [5 students @ 100%].

Gp 1 covered 4 topics. All students made prog for 'written methods', 'fractions' and 'time'. 1/4 did not make progress on 'powers of 10 & Money'. Ave % increase = 123%.

GP2 covered 4 topics. All students made prog for 'fractions'. 1/4 did not make progress on 'written methods' and 'time'. 2/4 did not for 'powers of 10 & money'. Ave % increase = 48%.

Monitor the progress of these students to identify need for further intervention.

18/12/18

Data set 1, year 7 set 6 catch up class: 3/9 above target in maths, 1 on target, 5 below [1 PSP, 1 school refusing, 1 with behavioural concerns, 1 80% attendance – student support involved with each of these]. *Continue to monitor.*

Catch up group 1, 75% on target in maths, PSP in place for the other student. Catch up group 2, 50% on target, 50% above target. *Continue to monitor.*

Corbett maths cards provided to Year 11 for revision.

Reader pens trialled – limited use currently due to student mindset.

Focus 3 Diminishing the gap in the attainment and progress of high attaining students on entry to school by the time they reach Yr11		
Barriers to learning	Desired outcomes/Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<ul style="list-style-type: none"> Self-belief and parental belief in the academic abilities of individuals Parental engagement due to work patterns in key events in school Access to high quality support away from the school setting. 	<ul style="list-style-type: none"> HAPs achieve a positive P8 score. There is no difference between Disadvantaged HAPs and other HAPs Students are self-regulatory and manage their motivation towards learning All disadvantaged students to be 'on' or 'above' target [challenging targets ∴ accelerated progress if being met] Whilst 9-1 grading is established – focus on closing the gap between % of disadvantaged and % of 'other' at A, O and B, 	<ul style="list-style-type: none"> 4 months: Small group tuition. Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area. 5 months: Mastery learning strategies Lower attaining pupils on entry may gain more from this strategy than high attaining pupils, by as much as one or two months' 8 months: Meta-cognition and self-regulation. Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. 5 months: Peer tutoring. PT includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees.
Chosen Strategies and action		
<ol style="list-style-type: none"> Visible Learning [builds metacognition] <ol style="list-style-type: none"> Tom Robson Gem Pathway– yr 7 [NCH / CJH] Robin Laudner – Growth Mindset – yr 8 [HES] Thomas Education [SAM] – Yr 9 [GEB], Yr 10 [CAC] Positively MAD - superspeedy study skills – Yr 10 Positively MAD - Exam Busters – Yr 11 Glia Learning – Martyjn Van der Spoel – Year 9 & 10 Targeted allocation of Mon P6 intervention groups for Year 11 with rationale based on data. Specific goals to be achieved half termly. [CJH/LJM] Additional intervention sessions to be allocated by YL / Core SL. Core sessions to focus on challenging HAPS. [SW1, DJT, JMR]. Compulsory after school sessions [Tues and Thurs] targeted by subject staff. Extra resources outside the classroom to help develop the wider curriculum for individuals [resources, tutoring, revision classes]. [SAM] Careers advice and aspirational visits / talks to 'open eyes' [university visits / programs / brilliant club]. [YLS] Coaching Program [JMB] Extended opening times of the LRC [JMS] 		

How will the impact be monitored?	Cost	Person responsible / Governor - BZ
1. Evaluation of learning walk information and book sampling. Progress lesson paper work. Impact Statements. <ol style="list-style-type: none"> a. Progress lesson paper work. Staff feedback. Student voice. b. to g. Student voice, Student pre and post surveys. Evidence of use in lessons / homework / independence. 2. All disadvantaged students to be 'on' or 'above' target in EBACC subjects [challenging targets ∴ accelerated progress if met]. Records for each group to show progress in targeted strategy. I.e. if challenging HAPS – student data to show HAPS working at a higher level than previously, on or above target line. [SLs / SAM] 3. As above [SAM] 4. Staff feedback / student engagement [SAM] 5. Impact statements. Student voice / questionnaires [SAM] 6. Student voice of attendees. [SAM] 7. Impact statements. Development of positive attitude to learning. Data to show an increase in the engagement of the pupils who attended the sessions. [JMB] 8. Monitor attendance. Review performance data for attendees. [SA M / JMS]	<ul style="list-style-type: none"> • £10,000 staffing [SEC / SAH / EBACC SLs] • Revision A*-B classes £2,000 • Holiday Revision classes / Saturday Club £3,000 • Brilliant Club £2,000 • Tom Robson £500 • Thomas Education £1000 • Positively MAD exam prep £500 • Robin Launder £500 	AHT Deputy SENCo SLs Numeracy coordinator. Staff in brackets
Evaluation of Impact		

23/10/18

Year 7 session completed with Tom R. 91% of PP students heard new information about work ethic and focus. 94% learned something they will use again in school. The most relevant information was the Gem Powers [76.5%].

Year 8 session completed with Robin Launder.

Year 10 Session on Super Speedy Study Skills.

Year 11 Session on exam busters.

Pre and post-tests from Monday 6 intervention sessions. Impact: 77% found the sessions useful. 81% are more confident about their revision / answering long answer questions in the subject they attended. 35% used the time for controlled assessment / NEA development.

Data set 1 shows key measures having a marked improvement on the summer's results. Further interventions planned.

Year 11 data set 1.	Progress 8		Attainment 8		E&M grade 4	
	All	PP	All	PP	All	PP
2019 prediction [data 1]	+0.27	-0.22	47.9	40.6	68	50
2018	-0.06	-0.75	44.1	34.7	69	43

08/11/2018

Year 11 students have been issued with Revision Guides, Texts, Workbooks and extra resources (eg printer credits for Photography students) between their 1st set of exams and their PPEs - impact will be recorded when PPE exams are completed and results released.

Year 10 have been issued revision guides, study guides, workbooks, texts and revision cards in English, Maths, Science and Sports Studies.

Year 11 – 100% of PP were invited to attend the Aylesbury Careers Fair. 1 student with long term illness was unable to attend, 1 student who is a school refuser due to medical issues did not attend, 2 students were absent from school on the day. Therefore 87% of PP students attended the event.

Year 11 – parents were emailed a Self-Reflection form to complete with their Year 11 child following their 1st set of exams. 37% of PP students returned the form. The remaining students completed the form with SAM / SLT in school and any extra support that any PP student required to achieve better results in their PPEs were supplied or ordered so they could be supplied as soon as possible. Resources required included extra revision texts and cue cards.

Year 10 – 100% of students were invited to attend the World Skills Fair in Birmingham. The cost of the trip for FSM students was covered by PP funds. If PP parents required support to fund the trip, funds were available to cover 50% of the cost. If funds had not been received by the closing date, PP parents were contacted to offer full funding. To date 2 PP students have refused to attend the trip however the remaining 33 students are registered to attend on 16th November.

Science Interventions, Autumn 1

Year 8: Physics - 100% of PP participants found the lessons helpful and were helped with their understanding of science topic. 30% feel much more confident and 60% feel more confident in science, 100% want to continue in intervention.

Year 8: Biology and Chemistry – 100% of the PP participants found the lessons useful and helped with their understanding of the science topic. 75% felt much more confident and 50% would like to continue the intervention.

Year 9: Biology – 60% of PP participants found the lessons helpful and were helped with their understanding of science topic. 30% feel much more confident and 60% feel more confident in science, 100% want to continue in intervention.

Year 9: Science – 100% of PP participants found the intervention useful, thought it helped their understanding, made them feel more confident and wanted to continue the intervention.

Year 9: Biology - 100% of PP participants found the intervention useful, thought it helped their understanding, made them feel more confident and wanted to continue the intervention.

Year 10: Biology and Chemistry - 100% of PP participants found the lessons helpful and were helped with their understanding of science topic. 100% feel much more confident and feel more confident in science. 100% want to continue in intervention.

Year 10: Biology or Chemistry - 100% of PP participants found the intervention useful, thought it helped their understanding, made them feel more confident and wanted to continue the intervention.

Year 11: Chemistry - 100% of PP participants found the lessons helpful and were helped with their understanding of science topic. 60% feel much more confident and 100% feel more confident in science, 100% want to continue in intervention.

Year 11: Physics - 100% of PP participants found the lessons helpful and were helped with their understanding of science topic. 80% feel much more confident and 100% feel more confident in science, 100% want to continue in intervention.

Year 11: Science - 100% of PP participants found the intervention useful, thought it helped their understanding, made them feel more confident and wanted to continue the intervention.

19/11/18

1 PP student refused to board the coach following PP covering the cost to attend the World Skills Fair in Birmingham for the student, 1 PP student who had 50% of their costs paid from PP funding had an ear infection on the day and 1 PP student who was fully funded from home was ill on the day of the trip. Therefore 91% of the PP Year 10 cohort attended the World Skills Trip to Birmingham NEC trip to talk to professionals from different careers. *The PP students who did not attend the trip will have individual sessions with the designated Careers Manager in TBS.*

Results of student feedback following Year 10 Skills Trip:

76% of PP students enjoyed the day compared with 73% on non-PP students

40% of PP student's career choices were exhibiting at the show compared with 35% of non-PP student's chosen careers

28% of PP students are interested in a different career following their visit to the show compared with 18% of non-PP students

72% of PP students would recommend the show to others compared with 73% of non-PP students

56% of PP students would try new skills following the show compared with 58% of non-PP students

Further comments from the PP students included: "Each career was very different", "there are many skills I could consider", "keep your options open"

Year 11 – 40% of PP students have attended 16 or 17 sessions out of 17 after school interventions, 40% of PP students have attended 12-15 sessions out of 17 after school interventions, 2 Year 11 PP students have long term medical issues and are unable to attend after school interventions.

Year 11 – One Year 11 student has long term mental health issues. TBS is working in conjunction with a hospital school to ensure the student prepares to take English, Maths, Science, History and Art GCSEs in 2019. TBS are supplying tutors and space for the student to study 1:1 in Maths, History and Art whilst the hospital school teaches Science and English.

18/12/18.

Year 11 data set 2.	Progress 8		Attainment 8		E&M grade 4	
	All	PP	All	PP	All	PP
2019 prediction	+0.22	-0.35	47.2	40.8	66	47
2018	-0.06	-0.75	44.1	34.7	69	43

In school data commentary identifies specific action points for subjects / staff / PP students based on the above information.

Pre and post-tests from Monday 6 intervention sessions. Impact: 70% found the sessions useful. 77% are more confident about their revision / answering long answer questions in the subject they attended. 46% used the time for controlled assessment / NEA development.

Year 10 data set 1.	Progress 8		Attainment 8		E&M grade 4	
	All	PP	All	PP	All	PP
2020 prediction	+0.30	+0.03	49.1	41.8	63	46
2018	-0.06	-0.75	44.1	34.7	69	43

KS3 data 1

Year 9 PP students outperforming last year's PP students in maths, French, geography, history, Spanish, ICT, PE and = to last year in art. *Investigate PP gap in geography, Spanish & triple science*

Year 8 PP students outperforming last year's PP students in Science, Art and PE. *Investigate / target PP outcomes in English, history, Spanish and technology.*

Year 7 PP students outperforming last year's PP students at the same stage in French, science, Spanish, art, music, philosophy & ethics. *Investigate / target PP outcomes in English.*

Focus 4	Creative and consistent approach to Teaching and Learning to narrow the PP gaps in attainment across the curriculum. Challenge in T&L for disadvantaged students with each level of attainment on entry.
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Barriers to learning	Desired outcomes/Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<ul style="list-style-type: none"> Lack of challenge identified in lessons Staff transition to the school – understand school’s strategies, ethos, inclusive agenda Staff ownership of tracking groups / using data to inform planning Skill deficit in effective strategies for PP pupils School awareness of key pastoral factors PP Unable to afford BYOD system or internet access at home as well as subject specific resources 	<ul style="list-style-type: none"> Better understanding of barriers due to review of active research Lessons use Visible Learning to increase student meta cognition and challenge Staff track, monitor and intervene upon the PP pupils related to their responsibilities Students and staff use digital technology to enhance learning, organisation and feedback 	<ul style="list-style-type: none"> Evidence from the Sutton report and ‘what makes good teaching’ used to plan CPD that develops quality teaching in order to maximise progress for PP pupils and all Effective use of data to inform tracking target groups to inform planning is essential to ensure that all pupils (including PP pupils make appropriate progress) +8 months: feedback. +7 months: Meta-cognition and self-regulation (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly and understand how to repeat success. +4 months: digital technology. This should be used to supplement other teaching, rather than replace traditional approaches. Different technology has the potential to enable changes in T&L interactions, such as by providing more effective feedback

Chosen Strategies and action

1. Visible Learning ethos embedded throughout school, using language to tackle fixed mindset and create a culture of challenge. [SLs / all staff]
 - Quality first teaching: fast paced, challenging lessons.
 - SOLO based Success Criteria lead to deeper learning and students working in the extended abstract.
 - Assessment capable learners can self-regulate
 - Consolidation of pre testing / post testing to show impact
 - Increased impact of feedback to students [for students’ self-regulation and on teacher planning]
 - Impact Cycles enable staff to undertake research and develop skills / outcomes
 - TBS Learner Profile delivered through out 2018-19
2. Effective use of data [LJM/SAM]
 - Quality first teaching, differentiated to allow for challenge at all levels.
 - Use of class charts for effective seating to enhance learning and use of data for planning [all staff]
 - Consolidation of pre testing / post testing to enhance planning [all staff]
 - Specific revision / intervention classes targeted at PP - attendance compulsory [CJH / LJM / all staff]
3. Consolidation of TBS Digital Learning Scheme.
 - Purchase a 121 device for each PP student [LJM / SAM]
 - Use of Office 365 to assist students with organisation, increasing the completion of class and homework. In addition, staff to use 365 for feedback to students – increasing the response time and dialogue [ALC / all staff]
 - Implementation of MILK to improve student organisation
4. T&L emails / Yammer used to develop quality teaching [CJH / all staff]
5. Induction programme to include session/s for new staff related to PP. [ALK / LJM]
6. Provision of revision guides / subject specific resources [where impact can be measured]. [SLs / SAM]

How will the impact be monitored?	Cost	Person responsible Governor - BZ
<ol style="list-style-type: none"> 1. VL Impact Cycles. Evaluation of learning walk information and book sampling - books show evidence of challenge, students are making progress; taking pride in their work and tackle challenging tasks. Progress lesson paper work. PSHE lesson obs. Sample students' awareness of Learner profiles and how they impact on their learning. [SLT / SLs, all staff] 2. Evaluation of learning walk information and book sampling. Internal and external tracking data demonstrates improved attainment for PP pupils compared with non-PP pupils across the curriculum. Students in these subjects are on or above target. [SLT / SLs, all staff] 3. Questionnaires – students, staff, parents. Shared One drive files / one note books show evidence of progress and feedback. [LJM / ALC] 4. Learning walks show evidence of T&L strategies being implemented. [all staff] 5. Learning walk evidence shows staff aware of student data / needs and are 'tilting' for PP students. [ALK / LJM / new staff] [CJH/LJM] 6. Impact statements. Students in these subjects are on or above target. [SLT / SLs, all staff, SAM] 	<p>BYOD £9,000. <i>Sept Yr 7 x 30 @ £300</i></p> <p>£5,000 subject specific / study support materials</p>	<p>AHT All staff Staff in brackets</p>
Evaluation of Impact		

PP funding used to offer FSM students a breakfast every day to raise energy levels.

02/09/18

20% of technology in D2 revamp funded, supports progress, enthusiasm and outcomes of PP students in art and photography.

10 key PP students identified for weekly mentoring sessions with SLT.

23/10/18

100% of Year 7 PP cohort offered 1:1 devices. Products set up for the 59% who responded. 41% attended the session on safe use of the devices. Non responders and non-attendees being followed up.

Milk up and running for all students. Feedback v positive from students and families.

09/01/19

30/34 year 7 PP students now have a 1:1 device. 4th date scheduled to distribute remaining 4 – 17th Jan.

Year 7 enrolled on digital learning program – devices in school on a daily basis from 05/01/19.

T&L emails sent weekly with a focus on quality first teaching.

PP newsletter sent weekly to highlight individuals' needs, strategies and ongoing foci.

1 HAP PP student to have additional weekly 1:1 science tuition.

Focus 5		
Diminishing the attainment gap of PP pupils who are identified with a specific need		
Barriers to learning	Desired outcomes/Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<ul style="list-style-type: none"> Specific need of pupil based on SEND or mentoring category: LAC pupils-attachment issues, unsettled home environment Safeguarding issues Social and emotional barriers to learning 'Managed move' - transition issues Access arrangements - assistance with reading, scribing, prompt due to physical issues. Behavioural issues resulting in inclusion and exclusion Transition Yr6-Yr7 and Post 16 	<ul style="list-style-type: none"> Pupils with needs are identified by YLs and PPC and targeted by mentors Pupils engage in school behaviour, achievement and/or attendance and punctuality data improves Progress and attainment data for these pupils demonstrates academic improvement Pupils feel supported socially, emotionally and academically Pupils thinking independently, showing resilience, with a 'can do' attitude, and are engaged in a compelling learning experience The outcomes for disadvantaged student is initially diminished to 10% less than the national 'other' in terms of P8. 	<ul style="list-style-type: none"> +3 months: Behaviour impact strategies directly linked to increase in academic performance - small targeted groups have most significant impact. +4 months: Small group tuition: Member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area. +4 months Social and emotional learning: Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. Mentoring: Adult role models aim to build confidence or to develop resilience and character <p>Three broad categories of interventions can be identified:</p> <ul style="list-style-type: none"> Universal programmes which generally take place in the classroom; More specialised programmes which are targeted at pupils with particular social or emotional problems; School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.
Chosen Strategies and action		
<ol style="list-style-type: none"> 1. Link worker in place to work with individuals and families. 2. Individual Tracking document to be completed for ALL disadvantaged pupils. Information to be utilised to ensure intervention activities are effective and impact is demonstrated. [SM] 3. Half termly behaviour analysis leading to personalised interventions [LMG/SAA] 4. To continue to support staff with CPD to develop skills and knowledge to further support the needs of pupils including counselling skills, healthy young minds mental health support and access arrangements. Use of whole school meetings and pastoral briefings. [LMG / Pastoral Intervention Team] 5. To continue to develop Managed Move process of guidance, fresh start and overcoming barriers to learning. [LMG/PIT] 6. To continue to work with the team at the virtual school to support LACs and work within the framework of their PEPs. [LMG / PIT] 7. To continue to seek ways to offer additional support to students from outside organisations and agencies best suited to meet individual needs including post LAC students. [LMG/PIT] 8. Nurture groups [PIT] 9. EAA testing [SEC] 10. Summer School [CJH] 11. Transition Program [NCH] 12. 1:1 meeting system for years 7, 11, 12 & 13. Targeted allocation for PP students. [LMG / YLs] 		

How will the impact be monitored?	Cost	Person responsible Governor - BZ
1. Tracking documents / case studies / student data particular to student need. [SAA] 2. Tracking documents reviewed half termly. [LMG / PIT] 3. Behaviour analysis. Data shows a reduction in inclusion / exclusion rates. BfL grades increasing to an average of ≥ 4.0 . [SAM] 4. Consistency of action by staff seen in I walks. Session notes. Behaviour tracking. [LMG / SLT] 5. MM disadvantaged students successfully complete their moves. [LMG / PIT] 6. PEPs reviewed with virtual school team. [LMG / PIT] 7. Tracking documents show students are engaging and progressing. Student data particular to student need. [LMG / PIT] 8. Group records show progress in the targeted area. Student voice. [PIT] 9. EAA records show students receive the access arrangements they need. [SEC / LTH] 10. All PP students to attend. Tracking documents highlight successes / vulnerabilities identified. [CJH / NCH] 11. Transition program records identify vulnerable students. Program records / student voice show students are comfortable and feel a sense of belonging. [NCH] 12. All families seen 1:1 - interventions in place as a result of information gathered. [LMG / YLs]	Staffing – Link worker £30,000. PP Administrator £15,000. Summer School £2500 Specialist Transition activities £1,000. TBC Off site provision / external support for PP students	DHT – LMG SAM SAA Named staff
Evaluation of Impact		

As a rule, individual cases of financial support are considered with regards to: Uniform, PE kit, resources, shoes, reading glasses, transport, laptops.

23/10/18. Link Worker impact:

Transition Program impact: 27% of the transition program students were PP, 75% of those have 100% attendance to date (8th November 2018)

Headteacher Appointments: All Year 6 students and their parents were invited to meet with JCF to discuss expectations. Appointments were re-scheduled for 8 PP students following their absence at their 1st appointment time. 5 PP students and parents failed to attend their appointment scheduled for a time the parent had suggested. Subsequently 4 of these parents also missed Mentor Evening but SAM has contacted all but 1 of these parents by email or telephone to ensure parents have full support from TBS.

Summer school impact: 50% of PP students attended a least 1 day of summer school. Of the 15, 53% attended 3 days, 7% attended 2 days and 40% attended 1 day. 100% of PP students who participated in Summer School enjoyed the experience.

Paccar Scout Camp – 1st day of TBS in Year 7 – PP covered the cost for 26 students to access Paccar – both PP and disadvantaged – 17% of the cohort. TBS transported 4 PP students to the location from TBS and returned them to TBS following the event. 1 PP student failed to attend due to their parent’s car breaking down and lack of mobile phone to contact the school to enable TBS to support.

Year 7: 100% of parents were offered a copy of their child’s school photograph to promote inclusion into their new school. 3% of parents took up the offer.

18/12/18

Year 7: 100% of 17 FSM parents were offered the opportunity for their children to join the Year 7 visit to the Pantomime. 41% of FSM parents took up the offer. 25% of those students actually went to the Panto on the night – 75% charged for tickets not used.

Year 11 P eve – commentary under focus 7.

Ongoing 1:1 support for 2 PP students in drama. Outcome = increased grade in unit 1.

14/01/19

Two week trial for additional staff member in student support [potentially permanent]. Thorough timetable / schedule for 1:1 / small group work around any of the following: nurture,

punctuality, fight or flight, work avoidance, triggers, positive routines, making the right choices. 12/23 students involved in the sessions. *Measure impact.*

Weekly counselling sessions being provided for 6 PP students.

Case studies in place for individual students.

Brief examples of current support = Student A, Year 11. Recently diagnosed with ASD, suffers from social anxiety and early onset Tinnitus. School refuser for 33 weeks of Year 10. TBS supported family with housing relocation. Link worker heavily involved with family. Student A has weekly meetings with a Youth worker, is timetabled to attend the hospital school 2 mornings a week [for Science and English Language GCSE]. TBS provides 1:1 tuition in maths, history and art as well as a private environment for these sessions in order to counteract his anxiety. He has access to online texts and revision resources, text books, study guides and work books for all his subjects in addition to a laptop. Staff have regularly transported him to and from school to increase attendance / punctuality and confidence in attending. Whenever this support is reduced, his attendance stops. We are working with his social worker and other external groups to facilitate his learning to enable him to access his chosen college course in September. EAA testing scheduled this week.

Family B – 3 siblings years 11, 10 and 8. Historical lack of any engagement with school [parents and students]. Predominantly pastoral support provided to the family unit from PP worker and link worker. Year 8 – Mum attended her parents evening in Year 7 [first time ever attended]. Year 11 – 1:1 support with drama studies as well as enrichment. Daily catch up with PP worker for Year 8 and 11 students. Year 8 – timetable tilting to enable access to core classes which will increase student's engagement and outcomes. Year 10 - options timetabling tilted. Provision of uniform / shoes as necessary and rewards as agreed for appropriate behaviour / punctuality / attendance in school. Chaperoning offered for Year 11 P Eve due to parental non-attendance – student disengaged at last moment. Youth worker chaperoning year 10 at P' Eve to re-engage him, facilitated by student support.

Focus 6 **Diminishing the gap in attendance and punctuality rates between PP and non PP pupils**

Barriers to learning	Desired outcomes/Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<ul style="list-style-type: none"> PP attendance is lower A lack of morning structure and routine Transport issues Parental engagement and support History of not working in family Single parents Uniform issues Parents not in work mean they can allow younger children to stay at home Holidays taken in term time Students attitude to attendance Noncompliance with school systems 	<ul style="list-style-type: none"> Gap reduced in overall attendance of PP students PP students' attendance is in line with national figure of 94% [Target of 98% as with 'other' group] Persistent absence rate reduces for PP pupils The difference between attendance with Disadvantaged students and 'other' is less than 1% Punctuality improves with a reduced number of pupils attending punctuality detentions Targeted mentoring/group work has a positive impact on absence levels. Parental engagement strategies to target barriers, understanding and impact of absence on pupil learning Reward systems for 100% attendance and improved 	<ul style="list-style-type: none"> PP pupils in secondary state maintained school are three times more likely to become persistent absentees than non PP pupils. If a pupil is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress. +4 months: Small group tuition. Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area Mentoring. Adult role models aim to build confidence or to develop resilience and character +3 months: parental involvement. Active engagement of parents in supporting their children's learning at school

Chosen Strategies and action

- Continuation of the development of tracking systems to directly measure and evaluate impact of attendance interventions. [LMG / SN]
 - Compare TBS attendance, absence and punctuality data to National averages. PP target of 98% attendance.
 - At risk groups identified through data collation and trends. Gap reduced in overall attendance of PP pupils.
 - Admin worker in place to maintain documentation.
 - Interventions as in attendance policy →
- Further development of 121 and group work sessions utilising data analysis and identified trends with a PP focus. [LMG / PIT]
- Further use of promotion materials and communication with parents, pupils, Community groups and staff regarding attendance and learning days/time lost through absence/punctuality issues. [PIT]
- Link worker in place to work with individuals and families. [PIT]
- Consolidate new reward system for attendance. [LMG]
- Breakfast provided for disadvantaged students. Targeted at those with punctuality issues [SAM]

ATTENDANCE INTERVENTIONS(5 weeks) - 2016 /2017
0.5 Days absent = 2%

% attendance	Individual responsible	Intervention	No of Days Absent
100 - 98%	Attendance Officer	None	0.5 <= 2%
97-96%	MENTORS	Discussions with students Identify any need for support or further monitoring	1 <= 4%
95-93%	DEPUTY HEAD OF YEAR	1:1 Meeting Address occasional absence Changing behaviour	1.5 <= 7%
92-90%	ATTENDANCE OFFICER STUDENT SUPPORT OFFICER PUPIL PREMIUM COORDINATOR SENCO	Focus groups 5 week programme Parents contacted by TL's Other interventions identified	2 - 2.5 <= 10%
below 90 %	HEAD OF YEAR ATTENDANCE OFFICER	In letter Meeting with student Three week monitoring No absences will be authorised unless medical evidence is provided	2.5 > > 10%
	DEPUTY HEADTEACHER ATTENDANCE OFFICER	Formal Parenting Contract Meeting held with parent/carer to discuss persistent absence Three week monitoring No absences authorised unless medical evidence is provided	
	EDUCATION WELFARE SERVICE (EWS)	If attendance remains irregular, school can refer to EWS for further action. May result in legal action.	

How will the impact be monitored?	Cost	Person responsible Governor - BZ
1. "On watch" list generated every week. Interventions tracked half termly. Staff and actions allocated as a results. [LMG] 2. Session records. Student data particular to student need. [LMG / PIT] 3. Attendance tracking. [LMG] 4. Tracking documents / case studies / student data particular to student need. [LMG / PIT] 5. Attendance statistics show an increase for those students participating. TGT 98%. [LMG / PIT] 6. Those participating have improved attendance / punctuality. [SAM]	Staffing accounted for in Foci 6 Breakfast provided £4,000	Attendance officer, DH Student Support
Evaluation of Impact		

23/10/18. Attendance stats:

Attendance at year 7 mentor evening: 88% of Year 7 PP parents attended Mentor Evening. Of the remaining 4 parents, SAM has made contact with 3 to offer TBS support for their children and continues to gain contact with 1 parent.

09/11/2018

PP Attendance Autumn 1

Year 7: 97% 65% achieved 100% 1x1a, 2xmonitor

Year 8: 94% 39% achieved 100% 6x1a, 1 monitor

Year 9: 96% 33% achieved 100% 1x1a, 1 monitor

Year 10: 94% 31% achieved 100% 2x1a, 2 monitor

Year 11: 94% 56% achieved 100% 2x1a, 1 PCM, 1 long term medical (1 long term medical school refuser – not included in statistics), 1 attending Aspire – not included in statistics

14/01/19

PP Attendance Autumn 2.

Year 7: 96% 47% @ 100%, 26% at 96 – 99%, 21 below 90%. 1 known medical condition, 1 left the school, 3 receiving or have had 1a letter, 2 monitor

Year 8: 93% 33% @ 100%, 27% at 96 – 99%, 20 below 90%. 2 x PCM scheduled, 2 x 1a, 2 monitor

Year 9: 95% 33% @ 100%, 26% at 96 – 99%, 30 below 90%. 1 x PCM, 1 x 1a, 5 monitor, 1 behaviour related – student support involved.

Year 10: 91% 18% @ 100%, 18% at 96 – 99%, 33 below 90%. 1 known medical condition, 3 x 1a, 6 monitor, 1 student support

Year 11: 91% 42% @ 100%, 15% at 96 – 99%, 23 below 90%. 2 known medical condition, 2 x PCM scheduled, 2 monitor

Focus 7		Engagement of hard to reach parents in their children's school life	
Barriers to learning		Desired outcomes/Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<ul style="list-style-type: none"> • Perception of school life from parents • Shift patterns at work and inflexibility of employers to allow time off • Lack of literacy and numeracy skills with some parents • Disengagement with education • Relationships at home 		<ul style="list-style-type: none"> • All PP parents have regular contact with the school • All PP parents attend parents' evenings and information evenings. [95% or better] • Greater engagement in school life from parents and targeted students. • Parents attend school productions and events that their children are in. 	<p>Working in partnership and with a common purpose to ensure that students are making progress in school and are well supported is very important.</p> <p>Individualised understanding of the needs and strengths of the family unit.</p>
Chosen Strategies and action			
<ol style="list-style-type: none"> 1. Use of link worker to help families with difficult situations <ol style="list-style-type: none"> a. Paying for PP parents to attend school events, taxis and transport to and from. For example, attending PCM / PSP meetings. [SAA] b. Home visits when needed. [SAA] c. PCP / PSM meetings also specifically offer support to parents/families [PIT] d. focusses on social aspects of PP students' life. [SAA] 2. Opening of parents evening appointments to PP parents first and chasing when appointments not made. All PP students' parent seen. [SAM] 3. Parenting courses offered / provided [PIT] 4. Identify barriers to engagement – [YLS] <ol style="list-style-type: none"> a. Scripted 1:1 appointments to be scheduled [YLS] b. Higher profile disadvantaged data gathered to allow for further targeted interventions. [SAM] 5. Identify support families would welcome [SAM] <ol style="list-style-type: none"> a. Contact all PP families with ways TBS can support – which are of interest / how will impact be measured? b. School photos paid for to help develop a sense of belonging to the school community. 			

How will the impact be monitored?	Cost	Person responsible Governor - BZ
<ol style="list-style-type: none"> 1. Records show families engaging - support of students' involvement in activities / projects / extra-curricular / sanctions etc. <ol style="list-style-type: none"> a. Tracking of school event attendance [A3 trackers]. [admin / PIT]. b. Meeting records [PIT] c. Records of support provided [PIT] 2. Tracking of Parents evening attendance [PIT] 3. Course attendance records [PIT] 4. Use of individual student tracker. [SAM] <ol style="list-style-type: none"> a. Attendance records. Follow up for non-attendeess. b. Records of interventions 5. Records of responses and subsequent actions. [SAM] 	<p>Staffing accounted for in Foci 6</p> <p>£5,000 on taxi and engagement activities</p>	<p>AHT SAM Named staff.</p>
Evaluation of Impact		

23/10/18. 100% Year 11 PP students and a parent/carer had a 1:1 meeting with a senior member of staff/ their mentor to set them up for the year [work ethic, exam prep, organisation, well being etc.]

Year 7 mentor evening appointments made in advance for all PP students. Attendance = 88 %

18/12/18. 94% of yr 11 PP Parents offered opportunity to choose the teachers they wanted to see at Parents Evening and the time they wanted the appointments to start – 1 student does not access Year 11 lessons and works with a tutor in TBS and attends Aspire 2 days a week. Another student attend Aspire full time. Letters were given to PP students and parents received a text to ask them to expect the letter. 13% of PP parents completed and returned their personal choice forms. 19% of the PP parents required a staff chaperone for their child for Parents Evening, 2 also requiring transport home after the appointments, supported by TBS. 100% of PP students in lessons at TBS full time, received 6 Parents Evening bookings. PP parents were emailed their appointments and texted to ensure they checked their email for the appointments. 100% of parents who were attending Parents Evening received a phone call to confirm their appointments and attendance – messages were left on voicemails and emails sent if it was not possible to make verbal contact with parents. 100% of attending parents were texted on the day to remind them of the date. 26% of the PP cohort did not attend Parents Evening. 1 student who was being chaperoned went home and did not return to school. 1 student has long term illness and was not able to return to school. 1 student was absent from school due to illness that day and their parent could not leave them. 1 student had a disagreement with their mother and refused to leave their house.

14/01/19. 100% of Year 10 parents received a letter, taken home by the student, giving them the opportunity to choose the teachers they wished to see and the times they wished to attend Parents Evening [16/01/19] prior to the appointments being opened to the whole Year 10 cohort. 1 parent replied that they could not attend the evening and refused a chaperone.

Focus 8 Access to strategic extra- curricular/ enrichment opportunities		
Barriers to learning	Desired outcomes/Success criteria	Rationale (based on EEF findings, internal data and DfE research)
<ul style="list-style-type: none"> • Financial barriers for pupils paying for trips • Equipment • Confidence in engagement with extra-curricular activities • Aspiration limitations due to social & economic group & exposure to cultural capital • Fear of failure and measured risk taking • Lack of engagement with homework. • Disorganisation leads to sanctions for lack of work, ∴ diminishing relationships with staff. 	<ul style="list-style-type: none"> • Students are well organised; in control of their independent learning outside lesson time and up to date with homework • Students are praised for completing tasks, thus feeling pride & strengthening relationships with staff. • Attendance at extra provision is 100% from disadvantaged students. • Pupils have access to all trips & equipment regardless of social & economic situation • Increased numbers of PP pupils accessing extra- curricular opportunities • Increased funding requests from staff for further PP pupil opportunities • Evaluation of impact related to allocated funding improves • Funding is directed/advised based on research related to reducing barriers. Pupils are given the opportunities to grow, develop & see things beyond their experience • Improvement of pupil opportunities for becoming self-assured and confident so that they are not afraid of failing, risk taking and pupil potential is realised. • Trip fund for students (general enrichment fund) • Qualitative feedback from students and parents is positive. • 100% uptake of Summer School each year for disadvantaged students • 100% of disadvantaged students have at least one school trip a year. • 100% of disadvantage HAPs given access to The Brilliant Club (yr9 or 10) • 100% of disadvantaged students attend a university visit by Yr 10. 	<ul style="list-style-type: none"> • +3 months: Outdoor adventure learning has an impact if the activity is longer • +2 months: Sports participation. Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association. Sometimes sporting activity is used to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy or mathematics lessons. • +2 months Summer schools. Summer schools have an academic focus whilst other concentrate on social and emotional, confidence, team building, self-esteem and healthy wellbeing sports or other non- academic activities. • +5 months: the impact of homework on learning is consistently positive • +2 months: extending school time.
Chosen Strategies and action		
<ol style="list-style-type: none"> 1. Improve the PP funding application process and evaluation requirements [SAM] 2. Actively promote and encourage (dependent on available funds) funding opportunities to support ‘closing the gap’ to all staff. Target specific areas identified through data and observation as requiring support and funding to help to ‘close the gap’ [SAM / SLs] 3. Actively promote opportunities to students: <ul style="list-style-type: none"> • Trips / music lessons / Shakespeare for schools / clubs, DoFE etc. 4. With the support of the Finance Manager, ensure budgets are adhered to and funding spend is carefully managed [LJM, SAM, CCG] 5. Use of connexions / University and work place visits to widen aspirations [CAC / FIG] 6. Access to activities identified in focus 5. 		

How will the impact be monitored?	Cost	Person responsible Governor - BZ
<ol style="list-style-type: none"> 1. Evaluation of impact of allocated funding requests takes place and is stored centrally by review team. Half termly reviews of PP spend and fund availability for targeted allocation. [SAM / CCG] 2. On-going process, monitoring and review cycle to be agreed based on strategy, trip, program, resource etc [SAM]. Half termly reviews of academic progress to determine specific Faculty/area consideration for allocation of PP funding. 3. Funding requests and associated evaluations of activities for effectiveness and impact. [SAM] 4. PP support delivered within budget. 5. Case studies of pupils/groups who have benefitted from PP funding. [CAC / FIG] 6. All records as identified in focus 5. 	<p>£5,000 allocated to the widen experiences for PP students.</p> <p>£ 4,500 Career planning and experience.</p>	<p>AHT</p> <p>All staff</p> <p>PPC and Finance manager</p>
Evaluation of Impact		

23/10/18. 100% of year 11 PP students offered a careers expo trip. 93% attended- 2 students seeing Careers Co-ordinator in school.

100% PP students years 9-11, given accounts for MyGCSEScience.

19/11/18. 2 PP students and 1 disadvantaged student auditioned and were offered parts in the cast for Shakespeare for Schools. All 3 were given financial support to access this event. 1 student did not attend the actual performance at a local theatre. 100% of the students auditioned because they enjoy performing. Skills developed through the rehearsals were communication, performance skills, confidence and backstage skills. 100% of students would recommend the experience to offers and 100% enjoyed the experience.

30/11/18. 100% of Year 10 students offered a careers expo trip in Birmingham. 1 student refused to go but has seen the Careers co-ordinator in school, 1 student refused to get on the coach at the departure time and has seen the Careers Co-ordinator in school.

All PP cohort attended 'in school' presentations by external speakers on careers in accountancy, tv, engineering, science, retail and mindfulness.

PE department – provision of various sized football boots to allow PP students to access appropriate kit.

Art & Photography department – provided with exam resources for PPEs to ensure higher quality outcomes.

06/12/18. 6 PP and 1 Disadvantaged student chosen to represent TBS at the Diana Trust anti-bullying day seminar in Aylesbury with LMG. 100% of the group enjoyed the day, heard new information, learnt something they will use again and would recommend the session to other students. Comments included, 'If something happens, tell someone; everyone is someone and no one should be singled out; bullying is not banter'.

School account set up for Linguascope in MFL – PP students given access.

12/12/18. 100% of the Year 9 PP cohort, 2 disadvantaged Year 9 PP students and 4 PP students who missed last year's opportunity were enrolled in the Thomas Education Assessment program. 100% of the students received an introductory seminar and all completed the online assessment – either in pairs or individually with SAM to ensure understanding of the terminology used. All students received an individual feedback session from Thomas professionals to explain and discuss their assessment results. 1 Year 9 student missed the feedback due to illness over the 2 days available and received their feedback with SAM. 96% (all but 1) of Year 9 students found the feedback interesting. 81% of Year 9 students thought the feedback was mainly correct about themselves. 58% of the Year 9 students had discussed their report with an adult at home. SAM followed up with an explanatory letter about the report to all parents and students offered a

review meeting with TBS careers adviser to review feedback. 100% of the students would recommend the course of sessions to other students. Results from the assessment were circulated to teachers to enable them to use the data to lead student learning.

14/01/18. Enrichment day allocations made for July. All PP students submitting forms on time [90/95] received their first choice. FSM students paid for.

Christmas Lectures at Oxford University. Open to all students taking triple science. 2 attended.

Astronomy. STEM program delivered Friday PM. 6 places offered to PP, 4 accepted, 2 attended session 1.

Rock challenge. Performance on 01/02/19. 7 PP students participating. Pre participation survey suggest main focus = building confidence. *Post survey to be completed in Feb'.*

KS4 theatre trip planned to support exam responses. All KS4 PP drama students offered places.

DofE. 1 PP student funded to participate, kit provided too].

Anti Bullying team reported back to SLT. Plan of action in place with short, medium and long term goals. Chair of the committee is a PP student, as are over half of the team.

Computing – Bletchley Park visit. Places offered to 100% of PP students on computing course.

Plan Distribution:

Each time this plan is reviewed and updated, it will be shared with SLT, Staff and Governors as well as being published on the school website.